

**THE EFFECTIVENESS OF USING FABLE TEXT ON STUDENTS' READING  
COMPREHENSION IN NARRATIVE TEXT AT THE SECOND  
SEMESTER OF THE NINTH GRADE OF SMPN 07 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis  
Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree**



Advisor : Dr. M. Muhassin, M. Hum  
Co-advisor : Irawansyah, M. Pd

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH  
AND TEACHER TRAINING FACULTY UNIVERSITY  
OF ISLAMIC STATE RADEN INTAN LAMPUNG  
2021**

## **ABSTRACT**

### **THE EFFECTIVENESS OF USING FABLE TEXT ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE NINTH GRADE OF SMPN 07 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**By**

**Novia Lestari**

The result of this research is to know whether there was an effectiveness of using fable text on students' reading comprehension at the second semester of the ninth grade SMPN 07 Bandar Lampung in the academic year 2020/2021. Based on the preliminary research that were many students had difficult when they comprehend reading text. it showed students' reading comprehension of SMPN 07 still less especially in reading narrative text. it can be seen from the students' reading comprehension which showed 76.08% of the students got a score under the criteria minimum mastery.

The subject of this research was students of 9.1 consisting of 30 students. The method used in this research was the pre-experimental one-group pre-test-post-test design. The instrument was narrative fable text comprehension test. After giving the post-test, the researcher analyzed the data by using an independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $\text{Sig} = 0.00$  and  $\alpha = 0.05$ . it means  $H_a$  is accepted because  $\text{Sig} < \alpha = 0.05$ . Finally, there was effective of using fable text on students reading comprehension in the second semester of the ninth grade of SMPN 07 Bandar Lampung.

**Keywords:** Narrative Text, Pre-Experimental Design, Fable Text, Reading Comprehension





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**APPROVAL**

**Title : The Effectiveness of Using Fable Text on Students  
Reading Comprehension in Narrative Text at the  
Second Semester of the Ninth Grade of SMPN 07  
Bandar Lampung in the Academic Year 2020/2021**

**Student's Name : Novia Lestari**

**Student's Number : 1611040416**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

**was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty  
State Islamic University of Raden Intan Lampung**

**Advisor,**

**Dr. M. Muhassin, S.S., M. Hum  
NIP. 19770818 200801 1 012**

**Co-Advisor,**

**Irawansyah, M. Pd  
NIP.**

**The Chairperson of  
English Education Study Program**

**Meisuri, M. Pd  
NIP. 19800515 200312 2 004**





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. Kol. H. Endro suratmin, Sukarame Bandar Lampung 35131 Telp. (0721) 703260

**ADMISSION**

A proposal entitled: **THE EFFECTIVENESS OF USING FABLE TEXT ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE NINTH GRADE OF SMPN 07 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021** by: **NOVIA LESTARI, NPM. 1611040416**, Study Program: English Education, was tested and defended in the examination session held on: **Friday, August 06<sup>th</sup> 2021.**

**Board of Examiners:**

**Moderator : Meisuri, M.Pd**

  
(.....)

**Secretary : Dian Reftyawati, M.Pd**

  
(.....)

**Primary Examiner : Nunun Indrasari, M.Pd**

  
(.....)

**The 1<sup>st</sup> Co-Examiner : Dr. M. Muhassin, M. Hum**

  
(.....)

**The 2<sup>nd</sup> Co-Examiner : Irawansyah, M. Pd**

  
(.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

  
**Prof. Dr. Hi. Nirva Diana, M.Pd**  
**NIP. 196408281988032002**



## DECLARATION

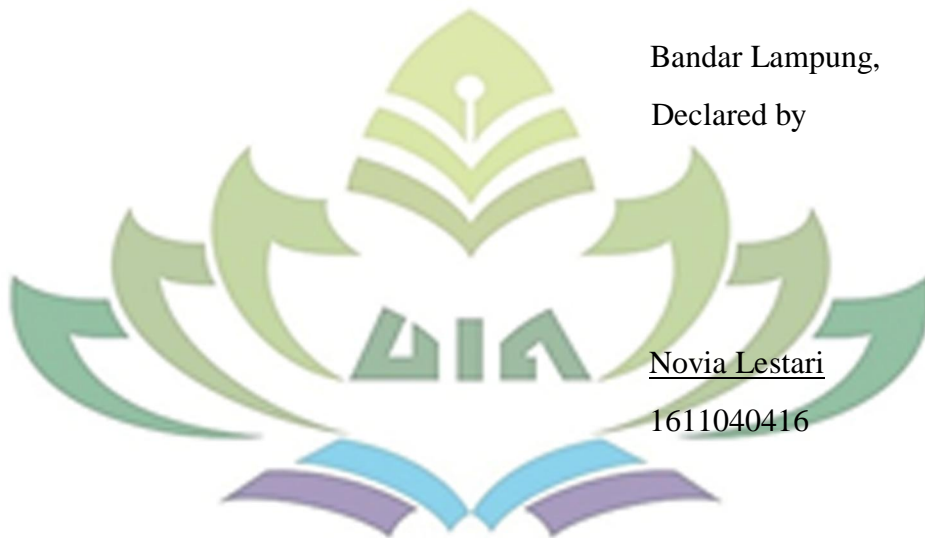
Hereby, I state this thesis entitled “the effectiveness of using fable text on students’ reading comprehension at the second semester of the ninth grade of SMPN 07 Bandar Lampung in the academic year 2020/2021” is completely my own work. I am fully aware that I have quote some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2021

Declared by

Novia Lestari

1611040416



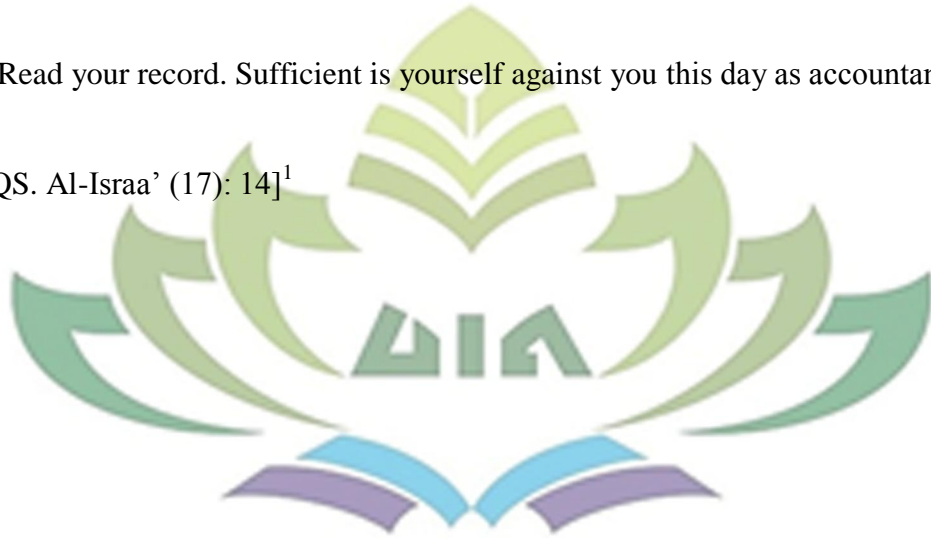
## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا<sup>1</sup>

“Read your record. Sufficient is yourself against you this day as accountant”

[QS. Al-Israa’ (17): 14]<sup>1</sup>



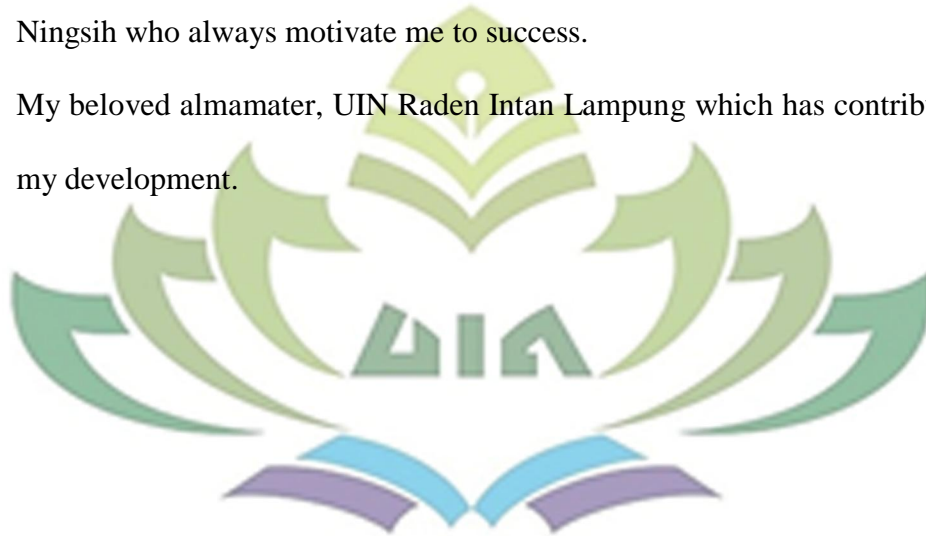
---

<sup>1</sup> Maulawi Sher ‘Ali, The Holy Qur’an Text, Translation and Commentary, (International Publications Limited) P. 318

## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Heri Gunawan and Mrs Nurlela who always pray, support and guide me to be success in my study and in my life.
2. My beloved brother Hadi Nurdiansyah and my beloved sister Sri Endang Widia Ningsih who always motivate me to success.
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



## **CURRICULUM VITAE**

The researcher name is Novia Lestari. She was born in Bandar Lampung on November 05<sup>th</sup>, 1997. She is third child of Mr. Heri Gunawan and Mrs Nurlela. She has one brother whose name is Mr Hadi Nurdiansyah and one sister whose name Ms Sri Endang Widia Ningsih.

The researcher began her formal educational at kindergarten school of TK Alhuda 01 in 2002 and graduated in 2004. Then, she continued at elementary school of SD 04 Sumberrejo in 2004 and graduated in 2010. After that, she continued at Junior High School of SMPN 13 Bandar Lampung in 2010. She joined Basket Ball Club. After she had graduated in 2013, she continued again at Senior High School at SMKS Persada Bandar Lampung and graduated in 2016. She also joined Osis, Paskibra and English Club. Then, in 2016 she is continued at State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty



## ACKNOWLEDMENT

First of all, praise be to Allah SWT, the most merciful, the most beneficent, for his blessing and mercy given to me for completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad SAW, his family and followers.

This thesis entitled “The effectiveness of using fable text on students reading comprehension in narrative text at the second semester of the ninth grade of SMPN 07 Bandar Lampung in the academic year of 2020/2021. This thesis is written as one of requirements of S-1 degree the English Education Study Program of Uin Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, support, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to;

1. Prof. Dr.Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Itan Lampung with all staff. With his personnel who have given an opportunity and forbance to the researcher when on going the study until the accomplishment of thesis.
2. Meisuri, M.Pd, the Chairperson of English education study program of UIN Raden Intan Lampung.
3. Dr. M. Muhassin, M. Hum, the first Advisor, who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.

4. Irawansyah, M. Pd, the second advisor, who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.
5. All lectures of English Department of UIN Raden Intan Lampung.
6. Hj. Nurmaini, M.Pd, the head master of SMPN 07 Bandar Lampung for allowing her to conduct the research.
7. Esti Rahayu, S.Pd, the English teacher of SMPN 07 Bandar Lampung who has helped and given suggestions during the research process; and the students of the Ninth Grade of SMPN 07 Bandar Lampung especially 9.1 for being cooperative during the research.
8. My beloved family, who always gives me motivations, prays, and supports on completing this thesis.
9. Her beloved friends Novalia Anggun, Nosa Lita and Atika Sari who always give motivations, prays, and supports on completing this thesis.
10. My secret partner, who always care and gives motivations, prays, supports on completing this thesis.
11. English education class H.

Bandar Lampung, 2021  
The researcher

Novia Lestari  
1611040416



## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>DECLARATION.....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDMENT.....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES.....</b>	<b>xvii</b>

### CHAPTER I INTRODUCTION

A. Background of The Problem .....	1
B. Identification of The Problem .....	7
C. Limitation of The Problem.....	7
D. Formulation of The Problem .....	8
E. Objective of The Research .....	8
F. Use of The Research .....	8

G. Scope of The Research .....	9
--------------------------------	---

## CHAPTER II REVIEW OF LITERATURE

A. Frame of Theories .....	11
1. Concept of Teaching English as a Foreign Language.....	11
2. Concept of Reading.....	12
a. Definition of Reading.....	12
b. Types of Reading .....	13
c. The Principle of Reading .....	14
d. Purpose of Reading .....	15
3. Concept of Reading Comprehension .....	16
4. Concept of Teaching Reading Comprehension.....	17
5. Concept of Genre Text.....	19
a. Definition of Text.....	19
b. Types of Text .....	19
6. Concept of Narrative Text.....	22
a. Definition of Narrative Text.....	22
b. Types of Narrative Text.....	22
c. Generic Structure of Narrative Text.....	23
7. Concept of Media.....	25
a. Definition Media .....	25
b. Type of Media .....	26
8. Concept of Fable Text.....	27
a. Definition of Fable Text.....	27
b. Procedure of Fable Text .....	28
c. Advantages and Disadvantages of Fable Text .....	30
B. Frame of Thinking.....	30
C. Hypothesis.....	31

## CHAPTER III RESEARCH METHODOLOGY



A. Research Design.....	32
B. Variable of The Research.....	34
C. Operational Definition of Variable .....	34
D. Population, Sample, and Sampling Technique .....	35
1. Population .....	
2. Sample.....	35
3. Sampling Technique.....	36
E. Data Collecting Technique.....	36
F. Instrument of The Research .....	37
G. Procedure of The Research .....	40
1. Planning.....	40
2. Application.....	41
3. Reporting.....	42
H. Scoring System.....	43
I. Validity of the Test.....	43
1. The Content Validity .....	43
2. Construct Validity.....	44
3. The Interval Validity .....	44
J. Reliability .....	44
K. Data Analysis .....	45
1. Fulfillment of Assumptions.....	45
a. Normality Test .....	45
b. Homogeneity Test.....	46
2. Hypothetical Test .....	46

#### **CHAPTER IV RESULT AND DISCUSSION**

A. Result of the Research.....	48
1. Result Pre-test in Experimental Class .....	48
2. Result of Post-test .....	49

3. Result of Normality Test.....	50
4. Result of homogeneity Test .....	51
5. Result of Hypothetical Test.....	52
B. Discussion .....	53
 <b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	56
B. Suggestion .....	56
1. For Teacher .....	
2. For Students.....	57
3. For Further Research.....	57
<b>REFERENCE .....</b>	<b>58</b>
<b>APPENDICES .....</b>	<b>62</b>





## List of Table

Table	page
1. The Students Score of Reading Text at The Ninth Grade .....	4
2. Research Design .....	32
3. The Number of the Students at The Second Semester of the Ninth Grade .....	34
4. The Instrument Tryout Test for Pre-Test and Post-Test Before Validity.....	37
5. The Specification of Pre-Test and Post-Test After Validity .....	38
6. The Result of Pre-Test in Experimental Class .....	47
7. The Result of Post-Test in Experimental Class.....	48
8. The Result Normality Test of Experimental Class.....	49
9. Test of Homogeneity of Variance .....	51
10. Paired Simple Test .....	52

## **List of Figure**

Figure 1 Graphs of The Result of Pre-Test in Experimental Class..... 47

Figure 2 Graphs of The Result of Post-Test in Experimental Class ..... 48





## List of Appendices

Appendix 1 The Result of an Interviewed for English Teacher.....	62
Appendix 2A Blueprint Students Questioner.....	63
Appendix 2B Questionnaire of the students.....	64
Appendix 3 List of Students Score.....	67
Appendix 4 Specification of Tryout Test for Pre-Test and Post-Test Before Validity.....	70
Appendix 5 Formulir Validasi .....	71
Appendix 6 Tryout Test for Pre-Test .....	78
Appendix 7 Tryout for Post-Test .....	85
Appendix 8 Result Validity of Pre-Test.....	86
Appendix 9 Test Item for Pre-Test.....	92
Appendix 10 Result Validity of Post-Test .....	93
Appendix 11 Test Item for Post Test .....	100
Appendix 12 Answer Sheet.....	101
Appendix 13 Syllabus .....	102
Appendix 14 Lesson Plan Experimental Class .....	103
Appendix 15 The Result of Reliability Pre-Test.....	117

Appendix 16 The Result of Reliability Post-Test .....	119
Appendix 17 Students' Score Pre-Test and Post-Test.....	121



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is a valuable activity of readers to read a text and the readers will get information and knowledge from what they read. According to Grabe, there are many ways that people engage in reading and different reading tasks call for distinct combinations in component skills.<sup>1</sup> It means that there are no specific precept for the reader to choose a reading text or how to read it. According to Pattel and Jain, reading is most useful and important skill for people.<sup>2</sup> It means that, reading is an important skill besides listening, writing, and speaking. By reading the readers will find it easier to understand the meaning of the reading material. In other words, reading makes the reader have a lot of knowledge and information.

Harmer said that reading is useful for language acquisition.<sup>3</sup> Provided that students understand more of what they read, the better they will understand what they read. Reading can help the readers to get some knowledge and vocabulary that we do not know before, so we will be able to increase our language from reading the text. According to Pattels reading is certainly an important activity to expand knowledge about language.<sup>4</sup> It means that reading can make readers study words, comprehend ideas, and how to use grammatical.

---

<sup>1</sup>William Grabe, reading as a Second Language: *Moving from Theory to Practice* (The United States: Cambridge University Press, 2009), p.2

<sup>2</sup>M.F Patel Praveen and Preveen M. Jain, *English Language Teaching (Methods, Tool & Techniques)*, (Vaishali Nagar, Jaipur: Sunrise Publisher & Distributors, 2008), P.113

<sup>3</sup> Jeremy Harmer, *How to Teach English*, (London: Longman,2007), p.99

<sup>4</sup> Ibid. p.114



Brown states that reading is subject to variability within the effective domain.<sup>5</sup> It means that reading will increase student knowledge and as a tool for student success in the process of teaching and learning activities. Reading is important for everybody to cope with new knowledge in the changing world of technological age for both children and adults, the comprehension to read opens up a new world and opportunities.<sup>6</sup> Therefore, reading is something that students need for their English language skills. In other words, students are required to master reading skills to make it easier for students to understand English.

Padiyono said that narrative text is a kind of text to tell past activities, which focus on problematic experience and resolution to amuse and give lesson moral to the reader.<sup>7</sup> It means that narrative text is to tell the story about past events and always have a lesson moral. The narrative text is an interesting text and the student can learn it. The teaching reading process will be successful if students have a good response in the learning process. In fact, the students have difficulty in English, some of them are still bewildered when they face a reading texts. They believe English is a difficult subject. it may because they have not known a good way to apprehend English text. Reading comprehension is not boring if we know strategy and technique in reading. According to Judi Willis, to comprehend the text, the reader must be able to decode words or recognize words and access text integration process to

---

<sup>5</sup>Brown, H. Douglas, *Teaching by Principle and Interactive Approach To Language Pedagogy*, (New York: Longman,2001), p. 2.

<sup>6</sup>Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12,2003), P.6

<sup>7</sup>Padiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi offset, p.9

construct meaning and retain the content of the words long enough term memories.<sup>8</sup> In other words, students must pay more attention to every meaning that is in the subject not only understand the contents of the text but students can also better think critically about their subject

Reading comprehension is not only knowing what each sentence means but also involves the power of full understanding. It means that the students in junior high school must be able to produce an understanding of the text after completing reading comprehension. Based on the opinion, it can be concluded that reading is an important thing in this life. without reading we will be someone who is blind and foolish because we do not have new knowledge. Reading is a set process where the knowledge we get to deliver an idea from the author. Then the readers can easily understand the message. In other words, the reader needs to be an active reader to apprehend the text they have read.

Based on the preliminary research in SMPN 7 Bandar Lampung, the researcher conducted an interview with an English teacher there whose name is Mrs. Esti. She said that most of the students had a problem in learning English, especially in reading. They have less vocabulary and enthusiasm to study which they did not understand the meaning of the text.<sup>9</sup> In teaching learning, the teacher did not use the media or specific method in the classroom.

---

<sup>8</sup>Judi Willis, M.D, *Teaching the Brain to Read, Strategies to Improving, Fluency, Vocabulary, and Comprehension*. (Alexandria Virginia USA: Association for Supervision and Curriculum Development, 2008), 128.

<sup>9</sup>Esti, *An Interview with The Teacher of SMPN 7 Bandar Lampung*, (Feb 24<sup>th</sup> 2021). Unpublished.

the score of students in reading comprehension at the ninth grade of SMPN 7 can be seen on Table 1. The score is still under criteria to evaluate and assess the students' reading scores used in that school is 72.

Furthermore, based on the questionnaire that the researcher gave to the students'. The researcher found some factors of the students' difficulty in learning reading comprehension (narrative text), those were the students have difficulties find the meaning of text, the students less in vocabulary, the students have difficulties to answer the reading text question correctly. Besides, the learning process were less interested.<sup>10</sup>

Table 1  
**The Students' English Score of the Ninth Grade at SMPN 07  
Bandar Lampung**

Range	Qualification	Class			Total of students	Percentage
		9.1	9.2	9.3		
90-100	Excellent	-	-	-	-	-
80-89	Good	2	1	2	5	5.4%
70-79	Fair	1	3	3	7	7.6%
60-69	Poor	4	4	2	9	9.7%
< 60	Bad	23	22	25	70	77%
Total		30	30	32	92	100%

*Source: The Data from English Teacher of SMPN 07 Bandar Lampung.*

Based on Table 1, the total number of students in the ninth grade is 92. From 92 students, there were 5 students who got score in criteria good, 7 students who got score in criteria fair, 9 students who got score in criteria poor and 77

---

<sup>10</sup> The Students of SMPN 7 Bandar Lampung, on an interview, (March 01<sup>st</sup> 2021).  
Unpublished.



students who got score in criteria bad. It means that students have problem in learning English, especially in reading comprehension.

From the preliminary research, the researcher found the reason of the problem that the students were still less in learning English, especially in reading comprehension. It happened because the teacher did not use the media or specific method to make interest in the learning process and the students poor in comprehend text from reading material because they do not know the meaning of some word. Therefore, the teachers should be active, creative, and innovative in teaching learning process.

Besides, the world is not doing well due to the because pandemic of the Corona virus which has not subsided until now, resulting in researcher unable to conduct direct research because the schools doing teaching-learning online. This is a difficult situation for the researcher to conduct the research. However, the school allow the researcher to carry out research and learning online.

There is a way to doing this research online by using fable text as a media, fable is media and usually using a short story that makes morals point while at the same time entertaining the reader. then, fables are media for students to easily get the meaning of the text. According to Gamble that Animal characters and inanimate objects are used to satirize the characters human behavior.<sup>11</sup> It means that the character in fable usually using animal characters and make a simple story. The researcher interest to use fables text in teaching reading it makes to increase students active in learning English.

---

<sup>11</sup>Niki Gamble, *Exploring Children's Literature, reading with pleasure and purpuse* (Los Angles:2013),148.

There is some researcher that have used the fable the first is from Khairunnisak entitled “Using Fable Text in Teaching Reading Comprehension at Madrasah Aliyah Negri 1 Aceh Besar in the Academic Year 2018. The result of this research is successful to increase the students’ capability in reading comprehension skill.<sup>12</sup> The second from Riska Irdawati entitled “The Effectiveness of Using Animated Fable Videos in Teaching Narrative Text Writing at the Tenth Grade of Sma Mujahidin Pontianak in the Academic Year of 2016/2017”. The result shows that the use of animated fable videos in teaching narrative text writing is highly effective.<sup>13</sup> The third from Siti Masitoh entitled “Improving Students Reading Comprehension in Narrative Text Through Picture-Stories at the Ninth Grade Students of MTs N 1 Ngemplak Boyolali in the Academic Year Of 2015/2016”. The result of the research shows that the implementation of picture-stories could improve students reading comprehension. there was an improvement on the students’ average score of the text.<sup>14</sup>

There are differences between those previous research and present research. The previous research used to make a fable successful to improve students reading comprehension, the second previous research used fable to know its effectiveness toward students writing, and third previous research used to know

---

<sup>12</sup>Khairunnisak entitled “Using Fable Text in Teaching Reading Comprehension at Madrasah Aliyah Negri 1 Aceh Besar in the Academic Year 2018. Uin Ar-Raniry Darussalam Banda Aceh

<sup>13</sup>Riska Irdawati entitled “The Effectiveness of Using Animated Fable Videos in Teaching Narrative Text Writing at the Tenth Grade of Sma Mujahidin Pontianak in the Academic Year of 2016/2017. Universitas Tanjungpura Pontianak

<sup>14</sup>Siti Masitoh entitled “Improving Students Reading Comprehension in Narrative Text Through Picture-Stories at the Ninth Grade Students of MTs N 1 Ngemplak Boyolali in the Academic Year of 2015/2016. Universitas Islam Negri Surakarta

its influence toward students reading comprehension in narrative text. While in the present research, the researcher use fable text to know its effectiveness on students reading comprehension in narrative text at the ninth grade. So, there are different class and media between previous and present research.

Based on the explanation above, Fable is the best way to teaching reading, especially on narrative text. It can help students to increase their active response toward reading and understanding about the text than given by the teacher. Based on those explanations using fable text in teaching reading comprehension especially in the narrative text can be used as an alternative media for teaching English in reading comprehension. Based on the reasons above, the researcher interested in conducting the research entitled: **The Effectiveness of Using Fable Text on Students' Reading Comprehension in Narrative Text at the Second Semester of the Ninth Grade of SMPN 07 Bandar Lampung in the Academic Year of 2020/2021**

### **B. Identification of the Problem**

According to the background above, the identification of the problem as follows:

1. The students' understanding in reading comprehension were under average.
2. The students got difficulty in finding the meaning of the text
3. The teacher needed variation media in the learning process.

### **C. Limitation of the Problem**

Based on the background of the problem and the identification of the problem above, this research focused on the effectiveness of using fable text on students



reading comprehension in the narrative text in the second semester of the ninth grade of SMPN 07 Bandar Lampung in the academic year 2020/2021.

#### **D. Formulation of the Problem**

Based on the identification and problem limitation mentioned above, the researcher formulated the problem as follows: Is there any effectiveness of using fable text on students reading comprehension in the narrative text of the ninth grade at SMPN 7 Bandar Lampung in the academic year 2020/2021.

#### **E. The Objective of Research**

The objective of this research was to know whether it is effective or not of using fable text on students reading comprehension in narrative text of the ninth grade at SMPN 07 Bandar Lampung in the academic year 2020/2021.

#### **F. Use of the Research**

The significance of the research as follows:

##### **1. Theoretically**

The theoretical contribution of this research expected to provide information to English teachers of SMPN 07 Bandar Lampung about the effectiveness of fable texts in reading comprehension especially in narrative text at the second semester of the ninth grade students of junior high school.

##### **2. Practically**

###### **a. For the teacher**

The teacher applied Fable Text, especially at the ninth grade of SMPN 07 Bandar Lampung in the academic year of 2020/2021 where fable text was more effective used in teaching reading comprehension. Besides that, the goals of learning can be achieved and students are getting an understanding of the material of learning.

b. For the students

The students enjoyed when they learn English especially in reading comprehension and easily to comprehend the text by using fable text. Then, students are more interested in learning English especially in reading skills so that their reading skills are improved.

c. For the other researcher

The researcher hoped the result of the research was useful and can improve the knowledge about the fable text.

### **G. Scope of the Research**

The researcher divides the scope of the research into four parts that are:

1. Subject of the Research

The subject of the research was students of the second semester of the ninth grade at SMPN 07 Bandar Lampung.

2. Object of the Research

The object of the research was using fable text on students reading comprehension in narrative text.

3. Time of the Research

The research was conducted at the second semester of the ninth grade at SMPN 07 Bandar Lampung.

#### 4. Place of the Research

The research was conducted at the second semester of the ninth grade in academic year of 2020/2021





## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Frame of Theories

##### 1. Concept of Teaching English as a Foreign Language

Language is important in daily activity, with language our people can access information, communication, and get an education. In teaching English as a foreign language there are listening, speaking, reading, and writing all human beings need interaction with one to another. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their our country or as transitory visitor in a target language country.<sup>15</sup> It means that school is the only an institution for students to practice English. In this case, the teacher also supports the students to practice English in their daily activities.

In Indonesia, English is the first foreign language that must be taught at all levels. Starting from junior high school up to university. Language learners are not expected to be able to use the target language for communication.<sup>16</sup> It means that learning English as a foreign language it can be easy when the students more practice their English in the classroom and outside the classroom. According to Brown, that learning is acquiring or getting of knowledge of a subject or skill study, experience, or instruction.<sup>17</sup> In addition, M. Muhassin says that, as teaching English is a complex activity, not every

---

<sup>15</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), P.39

<sup>16</sup>Ag Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu,2006), p. 35

<sup>17</sup> H. Brown Douglas, *Principles of Languages Learning and Teaching*. (5<sup>th</sup> Ed), (San Francisco: Person Education, 2006), p.18

teacher applies the same activities by implementing the same communicative activities. English teachers can make the language learning effective by implementing communicative activities. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.<sup>18</sup> In the definition of learning, it can be concluded as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing know to understand. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning.<sup>19</sup> It means that the teacher helps the student get knowledge and understand the material. It can help the student to easily understand in learning.

## **2. Concept of Reading**

### **a. Definition of Reading**

Reading is one of the four languages skill (listening, speaking, reading, and writing). According to Godman, two opposite views in literature explain what reading is, the first one refers to matching sounds to letters, whereas the other one refers to ambiguity of how reading works.<sup>20</sup> Tarigan said that reading is a process done and used by a reader to get message sent through written media.

---

<sup>18</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung". *Journal Humaniora*, Vol.7, No.4, (October 2016), P.1

<sup>19</sup> *Op.cit.* P.8

<sup>20</sup> Hana S. S. Al Rasheed1, *Examining the Effectiveness of Pre-reading Strategies on Saudi EFL College Students' Reading Comprehension*, (Published by Canadian Center of Science and Education) 79, English Language Teaching; Vol. 7, No. 11; 2014 ISSN 1916-4742 E-ISSN 1916-4750, p.83

In addition, Harmer stated that reading is useful for language acquaintance.<sup>21</sup> Reading also has a positive effect on students' vocabulary knowledge on their spelling and their writing. Based on opinion reading is used to exchange information and get information well that more in line. The reading is done every day can facilitate the students in remembering vocabulary and spelling a sentence in learning.

### **b. Types of Reading**

According Grellet, there are different types of the reading process:

#### **1) Skimming**

It is a process of reading which happens quickly running one's eyes over a text to get the gist of it.

#### **2) Scanning**

It is a process of reading in which quickly going through a text to find a particular piece of information.

#### **3) Intensive reading**

Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

#### **4) Extensive reading**

Reading longer text, usually for one's own leisure. this is a fluency activity, mainly involving global understanding.<sup>22</sup>

### **c. The Principles of Reading**

Brown explained there are some of the reading principles, they are:

---

<sup>21</sup> Jeremi Harmer, *How To Teach English*, Kuala Lumpur: Pearson Education Limited, 2007

<sup>22</sup> Françoise Grellet, *Developing reading skills*, (Cambridge: Cambridge University Press, 2010), p.4.

1) Exploit the readers' background knowledge

As it has been stated that background knowledge helps students to comprehend the text, it is important to activate the students' background knowledge in the pre-reading activity. The activities can be asking goals, asking questions, making predictions, teaching text structures, etc.

2) Build a strong vocabulary base

It is valuable to teach students how to guess the meaning of a difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence on a dictionary because they look for every word in a text so it will take a long time to read.

5) Teach reading strategies

Strategic reading is “not only knowing what strategy to use, but also how to use and integrate a range of strategies.

6) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading while skills are "strategies that have become automatic". The teacher should make the strategies automatic to be employed by students with a lot of practice.



#### 7) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys, and responses to reading strategy checklist.

#### 8) Strive for continuous improvement as a reading teacher

The good teachers need to understand the nature of reading process.<sup>23</sup>

#### **d. Reading Purpose**

According to Grabe William and L. Fredrika the category of purpose for reading, they are:

##### 1) Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

##### 2) Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

---

<sup>23</sup>H.D, Brown, *Principles of Language Learning and Teaching* (4<sup>th</sup> ed) (San Fransisco: Addison Wesley Longman, Inc., 2000), p. 245.

### 3) Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

### 4) Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

### 5) Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

### 6) Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.<sup>24</sup>

Purposes of reading are not only for students, but also for people in general.

They must read extensively to get information and knowledge of social

---

<sup>24</sup>Grabe, William and Stoller, Fredricka. 2002. Teaching and Researching Reading. Great Britain: Longman.

living. It can help a person keeps informed on the social, political, and economical problems of his country.

### 3. Concept of Reading Comprehension

There are many definitions of reading comprehension. According to Partnership reading comprehension is about understanding a text which is read through the process of constructing meaning from a text.<sup>25</sup> Reading comprehension is the process of extracting and constructing meaning from text. There are three interactive elements which impact comprehension. the readers' capabilities, abilities, knowledge and experience impact the act of reading.<sup>26</sup> In addition, Grellet said, reading comprehension is to understand written text means extracting the required information from it as efficient as possible.<sup>27</sup> Based on opinion reading comprehension is not only understands the contents of the text but, how readers are can able to explain back what the contents of the text. The information that is established in a text should also be appropriate.

### 4. Concept of Teaching Reading Comprehension

Teaching reading is to not only read, but also more of it. The teacher must be able to motivate students in reading comprehension, because comprehending text is one of the reading goals. Brown state that the stage of activities in teaching reading:

---

<sup>25</sup>Díaz, S & Laguado, J, *Improving Reading Skills through Skimming and Scanning Techniques at a Public School*: 133 Open. Writ. Doors. J. ISSN 2322-9187 • January-June 2013. Vol. 10 • Number 1 • Pamplona, Colombia.

<sup>26</sup>Drs. Andri Defrioka, M.Pd, Retelling: An alternative Strategy in Teaching Reading Narrative Text

<sup>27</sup> Francious Grellet, *Developing Reading Skill* (Cambridge: Cambridge university press,1999), p.3.

### **a. Before reading**

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, realia, photos, etc. is recommended.

### **b. Whilst reading**

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

### **c. After reading**

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.<sup>28</sup>

## **5. Concept of Genre Text**

### **a. Definition of Text**

Text is both a spoken text and a written text. Most of people think that the text is only in written form. According to Siahaan, text is meaningful linguistic unit, which can be word, or sentence, or a paragraph, or even the one, which is bigger than a paragraph.<sup>29</sup> It means that text is a meaningful unit that has in each type of text as the function communicates with the reader.

### **b. Types of Text**

---

<sup>28</sup> H.D, Brown, *Principles of Language Learning and Teaching* (4<sup>th</sup> Ed) (San Francisco: Addison Wesley Longman, Inc., 2000) P.245

<sup>29</sup> Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p.3



There are many types of text that must be taught to give knowledge to the students. Anderson and Katty classify the genre into five types, they are:

### 1) Descriptive text

Descriptive text is a text that describes a particular person, place, or thing. The social function of this text to tell about the subject by describing its feature without including personal opinions. The structure that constructs the text is typical of description (opening paragraph that introduce the subject) and its followed by a series of each paragraph (it describe a feature of subject) and the conclusion as the signal the text ends. This text also has grammatical features which consist of the use present tense, adjective to describe the feature of the subject and topic sentence to begin paragraph and organized the various aspects of the description.

### 2) Recount text

Recount text is a piece of text retells past even, usually in the order in which they occurred. The social function is provide the audience with a description of what occurred and when it occurred. The structure of the text is the introductory paragraph which tells who, what, where, and when. It is followed by sequence of events (retell the events in the order of this text is use of proper noun, use of descriptive words, the use past tense and words that show the order events.

### 3) Narrative text

Narrative text is text tell the story experience to the reader. Based on mark Anderson and Kathy Anderson, a narrative is text that tells a story and, in

doing so, entertains the audience. The social function of this text is to entertain or to amuse the reader. The generic structure of this text is orientation, complication, sequence of events, resolution and coda. They also mention that the grammatical features of narrative are nouns that identify the specific characters and setting, verbs that show the actions that occur in the story, and time words that connect events, telling when the occurred.

#### 4) Procedure text

Procedure text is a text that tells the reader or listener how to do something. The social function of this text could be to provide instruction for making something, doing something or getting somewhere. The structure that constructs this text is the aim/goal (the introductory statement or title). Materials (things that needed to complete the goal), and steps (it is needed to achieve the goal). Procedure text also has different grammatical features from other text such as the sentence begin with the verb and stated as command, time words or number that show the order for carrying out the procedure, adverbs to describe how the action should be performed, and precise terms and technical language.

#### 5) Report text

Report text is a text that reports information about a subject. According to Anderson and Kathy Anderson, report text is a piece of text that present information about a subject. The social function of this text is to classify and or describe using facts about the subject parts, behavior, and qualities. The

generic structure of this text is the first is general classification (tells what the phenomenon under discussion is) and then it is followed by description (tells what the phenomenon under discussion is like in term of part, qualities, habits behaviors).<sup>30</sup>

Based on the explanation above, it can be concluded there are many kinds of text in teaching English for students and each must be able understand to use generic structure and language feature of the text. The researcher chooses the narrative text. Narrative text is an interesting text to learn at school because it can entertain and attract students. Narrative text is always telling about events that begin with conflict and as always-successful conclusion. In addition, the narrative text also has a moral value that can be a lesson for students to be better in the future.

## **6. Concept of Narrative Text**

### **a. Definition of Narrative Text**

Anderson said, that narrative is a text that tells a story and in doing so entertains the audience.<sup>31</sup> It has character, setting, and action. The characters, the setting and the problem of the narrative are usually introduced in the beginning. The problem readers its high point in the middle. The ending resolves the problem. According to Pandiyono Narrative is a story that talk about past actions or events that cause problem and give reason to reader.<sup>32</sup>

According to Siahaan, narrative text is any written English text in which the

---

<sup>30</sup> Anderson, Mark and Kathy Anderson. Text types in English 3. South Yarra: Macmillan, 1998

<sup>31</sup> Drs. Andri Defrioka, M.Pd, Retelling: An alternative Strategy in Teaching Reading Narrative Text

<sup>32</sup> Padiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi, 2007), P.8

writer want to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>33</sup> It means that narrative is about a story of the past and to invite readers to know about that and retold in a sequence.

Based on the opinion above, it can be concluded that narrative text is one kind of text that tells about events, like experience. The purpose of narrative text is to attract reading interest and entertain the reader.

#### **b. Type of Narrative Text**

There many various source narrative text can be found in the form: fables (stories about animal behave as humans pictured). Fairy stories (the story is fantastic, full of wonders), mystery, science fiction, romance horror stories, legend, historical narrative, personal experience, but in this paper discussing fables.

#### **c. Generic Structure of Narrative Text**

##### **1) Orientation**

In the first paragraph that can introduce the story, they are: what (what is the story tell about), who about (who is involved the story), where (where is the story happened), when (when is the story happened).

##### **2) Complication**

While the next paragraphs the tells the beginning of the problem which leads to the crisis(climax) of main the participants. These paragraph which become the point of narrative text, due to this part show the problem of the narrative text.

##### **3) Resolution**

---

<sup>33</sup> Sanggan Siahaan, *Op. Cit*, p.73

The next paragraph or resolution, that problem can be solved in the narrative text, any problem that have the solution of the paragraph can be closed with the happy ending or sad ending.

#### 4) Coda

The last is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.<sup>34</sup>

In conclusion, there is four parts generic structure of narrative text. Those are orientation, complication, resolution, and coda. The generic structure is used in making narrative text to guide and make a good text. In this research, the researcher applied orientation, complication, orientation, and coda in making narrative text.

The following is the example of narrative text:

#### **Snow White**

Orientation	Long ago, in the Neverland, there lived a very beautiful princess, snow white. The queen was her stepmother. She was very jealous of her beauty, so she wanted to her die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs and they lived happily.
-------------	---

<sup>34</sup>Journal of English Language Teaching Volume 7 No. 4, ISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang



Complication	<p>Unlucky the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The queen turned into a witch. However, Snow White did not realize. It the witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.</p>
Resolution	<p>In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.</p>
Coda	<p>“beauty comes from within”</p> <p>This is evidenced by: even though the stepmother tries to look as beautiful as possible, the glass on the wall still says that Snow White is the most beautiful, because beauty is not only from outward appearance, but from her heart)</p> <p>“Don't talk to strangers and don't let them into the house”</p> <p>this is proven by: when her stepmother disguised herself as an old grandmother who offered an apple to Snow White. Snow White let in and talked to her and was tempted by her to eat the poisoned apple.</p> <p>“It's wonderful to have friends”</p> <p>this is evidenced by: the dwarves who are always faithful to accompany and guard, and protect Snow White, even though Snow White is in a state of sleep.</p>

## 7. Concept of Media

### a. Definition of Media

Media is a tool to help students in the learning process. According to Arsyad, that media are the message mediators or companions from the senders to the receivers.<sup>35</sup> According to Usman and Asnawir, which media are anything used to send messages from the senders to receivers, so it can arouse the learners,, thought, feeling, and interest to gear the student learn.<sup>36</sup> According to Kozma that media can be defined by technology, symbol systems, and processing capabilities. Using media creatively will make students to study better and can increase their performance in accordance with the goal that they want.<sup>37</sup>

Based on the explanation above, it can be concluded that media is an important tool to support the teaching learning process in the classroom. The media can help the teacher to transfers the knowledge to the students.

### b. Type of Media

According to Arsyad the type of media, they are:

#### 1) Blackboard

This teaching is very popular, used by traditional or modern school and can be combined with other teaching tools such as radio, TV; tool is used in every method of teaching. Blackboard can be used for the writing that makes pictures, graphs, diagrams, maps and so on with white or colored chalk.

---

<sup>35</sup> Arsyad Azhar. *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2011) p.3

<sup>36</sup> Asnawir and Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers 2000). p.12

<sup>37</sup> Kozma Robert, *learning with media: review of educational research*, (America: university of Michigan, 2000) p.2

## 2) Picture

Can be collected from various sources such as calendars, magazines, newspaper pamphlets from travel agents, etc.

## 3) Models

Models can be imitation of real objects such as models cars, trains, houses, animal etc

## 4) Collection

Various collection can be organized as variety of textiles stones, dry leaves, currency, stamps, etc.

## 5) Map and Globe

Geography and history lessons will be crippled without a map. Kinds of maps shall be provided on each part of the world, also our economy, population and so forth.<sup>38</sup>

# 8. Concept of Fables Text

## a. Definition of Fables Text

According to Nurgiantoro fable comes as the personification, both involving the complete characterization of character and problems of life expresses. That is, the human and the human issues expressed through the animal.<sup>39</sup> According Totomasulo and Pawelski Fables are didactic stories that were initially composed and orally transmitted in order to teach a pertinent life lesson and to

<sup>38</sup> Arsyad Azhar, op.cit. p.4

<sup>39</sup> Oktavia Lestari P, *Ability to Writing Text Fable Learning Using Discovery Learning*, Advances in Social Science, Education and Humanities Research, volume 355 4th Progressive and Fun Education International Conference (PFEIC 2019)

guide people in how to live a morally upstanding life.<sup>40</sup> Beside that Sugihastuti states that the fable as text that has a persuasive text. the moral values in the story can help readers because of the symbolization of values involves two things at once, description events and stories that are drawn on end of story.<sup>41</sup> In addition Bartens said that moral values are the basic standard of good and evil which governs whether rules individual behaviours and choice.<sup>42</sup> It means that moral value as a lesson which might inspire the readers to be positive whether to live a better life.

Based on the opinion, Fable is a media that really attracts readers because it uses animal characters that seem to carry out daily activities like humans. Besides being interesting, fable also teach many moral values that can educate speech and behavior. The reading text used is also easier for the reader to understand so that the reader does not feel bored.

## **b. Procedure of Fable Text**

According to Retno, Andayani, and Sugeng There are some step mastery in understanding of reading on fable they are: pre-teaching activity, whilst teaching activity, and post-teaching activity.<sup>43</sup>

### **1. Pre-teaching activity**

---

<sup>40</sup> Pelletier J and Beatty R, *Children's understanding of Aesop's fables: relations to reading comprehension and theory of mind*. Front. Psychol. 6:1448, 2015

<sup>41</sup> Zulfa Fahmy, Subyantoro, Agus Nuryatin pengembangan buku pengayaan memproduksi teks fabel bermuatan nilai budaya untuk siswa smp, Seloka 4 (2) (2015)

<sup>42</sup> Mukhlash Abrar, *Learning from Fables: Moral Values in Three Selected English Stories*, Vol. 16 No. 1, 2016. P.48

<sup>43</sup> Retno Andayani Lestari, Wiwiek Istianah, Sugeng Ariyanto, *Improving The Eighth Grade Students' Participation Antheir Reading Comprehension Achievement by Using indonesian Fables At Smp N 2 Ambulu Jember*, Pancaran, Vol. No 2, November 2013. P.38

In pre-teaching activity is the opening of teaching and learning activity. Before going to the main point of the lesson, the teacher needs to do these following activities:

- a) The teacher greets the students.
- b) The teacher checks the student's readiness to study physically and psychologically.
- c) The teacher motivates the students to learn.
- d) The teacher makes apperception.
- e) The teacher introduces to the students' instructional objectives.
- f) The teacher tells the concept of the materials.

## **2. Whilst teaching activity**

In whilst-teaching activity which is the activity the main point of teaching activity. The goal of teaching and learning process is hopefully achieved in this activity. Based on curriculum 2013, there are some stages in whilst-teaching that must be followed by the teacher. They are observing, questioning, collecting information, associating, and communicating.

- a) Observing process: the teacher facilitates the students to observe the media and the students need to know about the lesson that will learn about narrative text fable.
- b) Questioning process: the teacher motivates the students to ask several question related to the media that comes in their mine. The question related to the topic that comprehended yet. Then, the teacher guides the students to do a discussion with her/his friend.



- c) Collecting information process: the teacher distributes a narrative text that is related with the media, which has already been given in observing. The students read the text and find out the information about text. After they finished reading the text, the students solve the problems about the definition, generic structure, linguistics features, and social function of the narrative text. in this process, the teacher and students tries report the result of discussion from those problem.
- d) Associating process: after the students read the text in collecting information process, the teacher asks the students to determine the definition, generic structure and language features of narrative text and also the students answer the question based on the text.
- e) Communicating process: the teacher and the students all together try to find the difficult in narrative text.

### **3. Post teaching activity**

- a) The teacher will give an opportunity to the students to present their opinion about the lesson.
- b) The teacher also provides a feedback and toward to the students in process teaching and learning achievement.
- c) The teacher and students make a conclusion about the material and close the activities in classroom.

### **c. Advantages and Disadvantages**

There are some advantages of fables for the student. First, Fable can make students easy to transfers ideas, easy to remember and understand. Students like them because the characters from fable can talk and behave like humans

beings. The researcher use text fable as a good media to teach their students. Second, the text of the fables uses a simple sentence and vocabulary in order to make the students easy understanding the story. Then third fable text it is very interesting for students because of their many pictures in the text.

Beside the advantages, fable also has disadvantages. Fable is usually story fiction and not based on fact in real life. Fable use simple past form its the verb in sentence not familiar and many dialog in the story.

### **B. Frame of Thinking**

Reading is one of the important things to get knowledge. By reading, all humans can access a lot of information and get new knowledge. Nowadays, many students were not able to understand the reading text. The students are not being able to comprehend a passage well. It is a serious problem in teaching learning process. There should be a solution to solve this problem. The research will solve this problem by using Fable. Fable is one of the media that can be used by the teacher in teaching learning reading. By using fable text, the students made their reading more active and enjoyable. Then the students could understand and remember details of each paragraph.

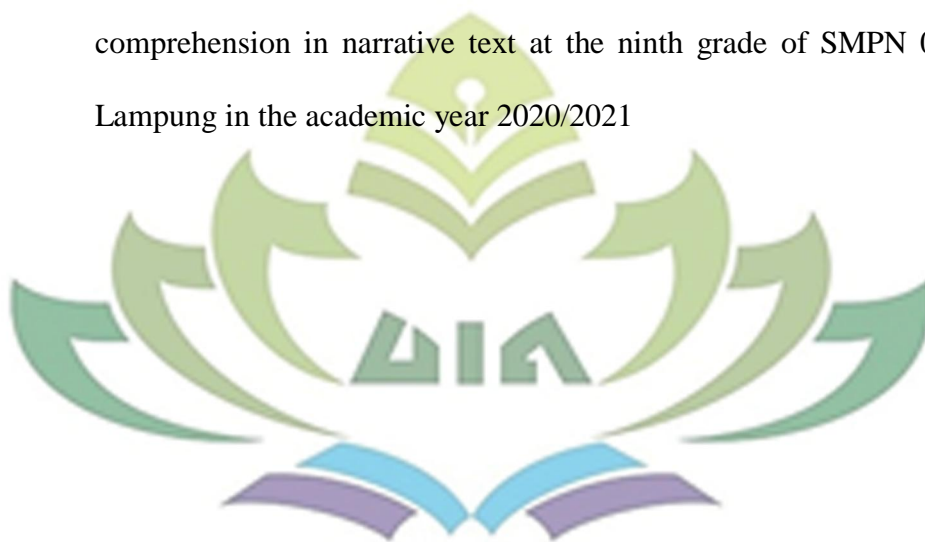
Based on the statement above, the researcher believes that fable text will make students interest in learning English text, especially in reading. That is why the researcher assumes fable text will give detail information that should be found by them in the whole of the text after they read the text and it could also motivate students to read the text.

### C. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypotheses as follow:

$H_a$ : There was a significant of using fable text on students reading comprehension in narrative text at the ninth grade of SMPN 07 Bandar Lampung in the academic year 2020/2021

$H_0$ : There was no a significant of using fable text on students reading comprehension in narrative text at the ninth grade of SMPN 07 Bandar Lampung in the academic year 2020/2021



## REFERENCE

- Ag, Bambang Setiyadi. 2006. *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.
- Anas, Sudijono. 2014. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada
- Anderson, Mark and Kathy Anderson. 1998. *Text types in English 3*. South Yarra: Macmillan
- Arsyad Azhar. 2011. *Media Pembelajaran*. Jakarta: Rajawali Pers
- Asnawir and Usman. 2000. *Media Pembelajaran*. Jakarta: Ciputat Pers
- Ben Goldstein. 2008. *Working with Images*. New York: Cambridge University Press
- Brown, D.H. 2000. *Principles of Language Learning and Teaching* (4<sup>th</sup> ed). San Francisco: Addison Wesley Longman, Inc.
- Cohen Louis. 2007. Lawrence Manion, and Keith Morrison, *Research Methods in Education* (6<sup>th</sup> Ed.) New York: Routledge.
- Cr. Kothari. 1990. *Research Methodology Method And Techniques* (2<sup>nd</sup> ed). India University Of Rajasthan.
- Díaz, S & Laguado, J, *Improving Reading Skills through Skimming and Scanning Techniques at a Public School*: 133 Open. Writ. Doors. J. ISSN 2322-9187 • January-June 2013. Vol. 10 • Number 1 • Pamplona, Colombia.
- Francious Grallet. 1999. *Developing Reading Skill*. Cambridge: Cambridge university press.

Grellet, Francoise *Developing reading skills*, ( Cambridge: Cambridge University Press,2010).

Hana S. S. Al Rasheed1, *Examining the Effectiveness of Pre-reading Strategies on Saudi EFL College Students' Reading Comprehension*, English Language Teaching; Vol. 7, No.11,(Published by Canadian Center of Science and Education).

Harmer,Jeremi. 2007. *How To Teach English*.Kuala Lumpur: Pearson Education Limited.

Inawati Perangin-angin, Biner Ambarita, MalanLubis, *International Journal of Education, Learning and Development Vol.6, No.8*,Published by European Centre for Research Training and Development UK , August 2018, p.43-51, International Journal of Education, Learning and Development Vol.6, No.8, pp.43-51, August 2018 Published by European Centre for Research Training and Development UK .

Jack R. Fraenkel and Norman E. Wallen, 2009.*How to Design and Evaluate Research and Education*. Singapore: Mc Graw.

Jack R Fraengkel, Norman E.W., and Helen H. Hyun. 2012. *How To Design And Evaluate Research In Education* (8<sup>th</sup> Ed.). New York: McGraw-Hill.

Journal of English Language Teaching Volume 7 No. 4 , Journal of English Language TeachingISSN 2302-3198 Published by English Language Teaching Study Program of FBS Universitas Negeri Padang



Judi Willis, M.D. 2008. *Teaching the Brain to Read, Strategies to Improving, Fluency, Vocabulary, and Comprehension*. Alexandria Virginia USA: Association for Supervision and Curriculum Development.

Kozma Robert. 2000. *learning with media: review of educational research*. America: university of Michigan

*Learning and Development Vol.6, No.8*. Published by European Centre for Research Training and Development UK

Marguerite G. Lodico, et.al.2006.*Method In Educational Research: From Theory to Practice*. Francisco: Josey Bass.

Muhassin Mohammad, Teachers' Communicative Activities in Teaching English as A Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung, *Journal Humaniora*, Vol.7 No.4, October 2016

Niki Gamble. 2013. *Exploring Children's Literature, reading with pleasure and purpuse* . Los Angles

Oktavia Lestari P , Ability to Writing Text Fable Learning Using Discovery Learning Advances in Social Science, Education and Humanities Research, volume 355, 4th Progressive and Fun Education International Conference (PFEIC 2019)

Padiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi.

R.R Jordan. 1997.*English For Academic Purpose* . New York:cambridge university press.

Sanggam Siahaan. 2007. *The English Paragraph*. Yogyakarta: Graha Ilmu.

Soepomo.Bambang. 1997. *Statistik Terapan*. Jakarta: PT. Rineka Cipta.

William Grabe. 2009. *Reading as a Second Language: Moving from Theory to Practice*. The United States: Cambridge University Press.

W John, Creswell. 2012. *Educational Research : Planning, Conducting and Evaluating Qualitative and Quantitative Research*. 4<sup>th</sup> ed. USA: Pearson Education,.

John, W Creswell. 2012. *Educational Research: Planning, Conducting, Evaluating, Qualitative and Quantitative Research*(4<sup>th</sup> ed). USA : Person Education.

Sugiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: University Press.

Sugiyono. 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.

Suharsimi Arikunto. 2010. *Procedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Suharsimi Arikunto. 2013. *Dasar-Dasar Evaluasi Penelitian*. Jakarta: Bumi Aksara.